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SPECIAL REPORT

OF

JOSEPH HODGSON,

SUPERINTENDENT PUBLIC INSTRUCTION

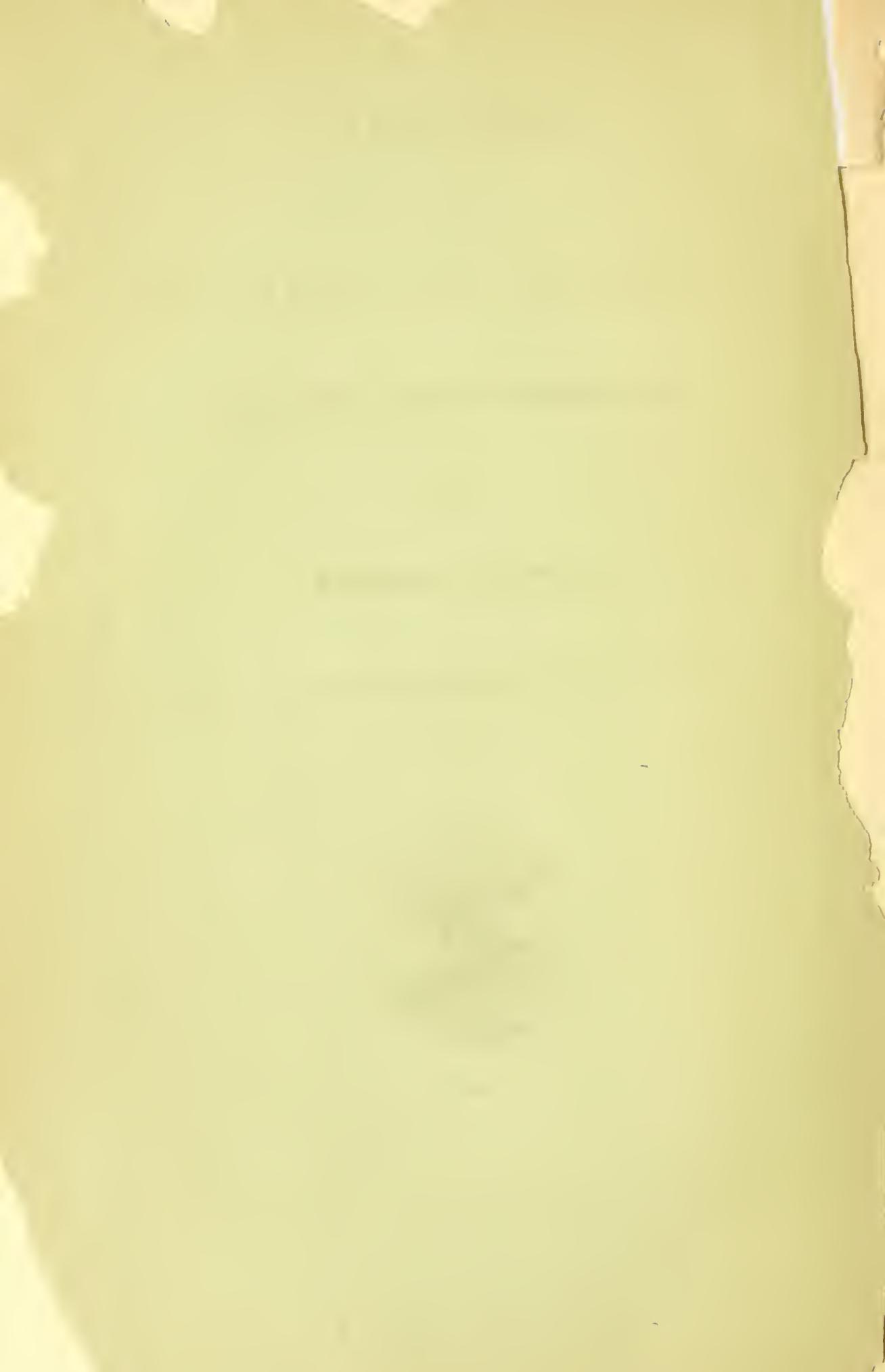
OF THE

STATE OF ALABAMA,

TO THE GOVERNOR, JANUARY, 1871.



MONTGOMERY, ALA. :
W. W. SCREWS, STATE PRINTER.
1871.



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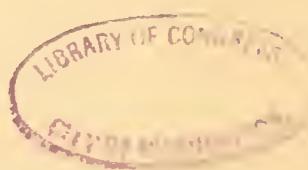
SUPERINTENDENT PUBLIC INSTRUCTION

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STATE OF ALABAMA,

"

TO THE GOVERNOR. JANUARY, 1871.



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REPORT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
January 28, 1871. }

To His Excellency,

ROBERT B. LINDSAY,

Governor of Alabama:

Your Excellency has seen proper to address to the Superintendent of Public Instruction the following communication:

STATE OF ALABAMA, EXECUTIVE DEPARTMENT, }
Montgomery, January 16, 1871. }

Hon. Joseph Hodgson, Sup't of Public Instruction:

SIR—Not finding in this office any report of the transactions of your Department for the past year, I respectfully ask you to furnish, at the earliest possible day, all necessary and proper information in relation to the educational interests of the State; especially as to the success of the system in the past, and its prospects in the future.

Yours, very respectfully,

ROB'T B. LINDSAY.

In obedience to your Excellency's wishes, the Superintendent of Public Instruction would respectfully submit the following

REPORT:

Upon his entrance into office on the 22d day of November, 1870, he found the books and papers of the Department of Education in great confusion. No system of book-keeping appeared to have been observed by his immediate

predecessors in office. It was with the greatest difficulty that correct information could be obtained as to the amounts of money paid out to a county during a certain year; and no certain information could be obtained as to whether the moneys paid out had been legitimately and properly applied. The only information that could be had from the records of the office, as to the operations of the Department for the past two years, was derived from fugitive sheets of paper, account books in which there were few balances, and in which credits for large amounts were noted by pencil marks which could be easily altered or obliterated, and a journal or memorandum book which is not always verified by the reports of the State Auditor.

Immediately upon the present Superintendent's accession to office, it became his constitutional duty to preside over the Board of Education, which was then in session, and which remained in session until December 15th. During the entire session of the Board he was engaged assiduously in his duties as presiding officer, and in co-operating with the committees of that body for reforms in the management of the system of public schools. It is with pleasure that he bears testimony to the harmony which marked the proceedings of the Board, and to their honest and laborious efforts for the improvement of a Department in which the people feel so deep and universal an interest.

After the adjournment of the Board, it became the duty of the Superintendent to revise and codify the school laws. It was important that this work should be done at once, as a new scholastic year was about to open, and in a few weeks new machinery would be put in motion through a popular election of Township Trustees and of a Board of County Directors consisting of one County Superintendent and two Directors, all of whom would need to be informed as to the laws before they could enter upon their duties intelligently.

The difficulty of codifying the school laws was greater than the Superintendent imagined when he entered upon

the work. It became necessary to examine the whole legislation of the Board of Education for the past two years, much of it confused and inconsistent, and to embody it with those provisions of the Revised Code which had not been repealed by the Board. The whole mass of laws had, then, to be classified, and arranged in appropriate chapters, and in consecutive sections. For the information of local officers, and for the convenience of this Department, an appendix was added to the Code, embracing forms for the guidance of officers and teachers, and information as to the mode of distributing the school fund, from what sources derived, and the amount due each county and township from the sixteenth section fund.

The labor of transcribing and arranging the School Code for publication devolved entirely on the State Superintendent, and engrossed his attention during the vacation of the General Assembly.

Your Excellency will perceive from this statement of facts how unprepared is the Superintendent to offer for your consideration the annual report for 1870, which it was made the constitutional duty of his predecessor to prepare and submit to the Governor at least five days before the annual meeting of the General Assembly. He would therefore ask your indulgence, if the information now submitted is not so explicit or correct as is demanded by the importance of a Department which receives and disburses so great a proportion of the revenues of the State.

THE ANNUAL SCHOOL REPORT.

According to the existing laws, the general elections for certain State officers occur on the Tuesday after the first Monday in November of one year, and for certain other State officers on the same day of the succeeding year. The General Assembly convenes on the third Monday of November. During the short interval between the election and the meeting of the Legislature, it becomes the duty of the heads of departments to submit an annual re-

port to the Governor. It happens this year, in the case of this department, and may happen every two years, that the Superintendent is not re-elected to office, and that he will no longer feel sufficient interest in the department to prepare an elaborate report, after his successor shall have been elected. It is submitted to your Excellency, whether it would not be better to have the constitution so amended as to require the annual report of this department to be made to the Governor immediately after the close of the fiscal year, with the month of September. Such a provision would ensure a report from the officer who had supervised the labor of the past year, and acquired the experience that would give weight and consequence to his suggestions.

THE SCHOOL YEAR 1866 AND 1867.

Before the inauguration of the present constitution, the law regulating the public schools provided that, by the first of December of each year, the State Superintendent must send to the county superintendents statements of the amount per child which he would pay them at the end of the scholastic year, (namely, on the first day of the following December,) and also the amount due each township of the county for the scholastic year then closed. The present school system, which has gained an advantage in this respect, by the *hiatus* of one year, resulting from reconstruction of the State government, provides for a distribution at the beginning of the scholastic year, instead of at its close, thereby facilitating the payment of teachers. In this respect the present system has a great advantage over the old system.

Upon the books of this department, under the old system, the apportionment made on the 1st day of December, 1866, covered the year beginning December 1, 1865, and closing December 1, 1866. The apportionment made December 1, 1867, covered the scholastic year December 1 1866, to December 1, 1867.

The late Superintendent, in his last annual report (1869), said :

"I would respectfully ask the attention of your Excellency to the fact, that upon a careful examination of the books in this office, upon taking possession of it, I found that the previous government, under the administration of Governor Patton, failed to pay the public school money apportioned for the school year 1866, to quite a number of counties of this State. It also failed to pay the public school money apportioned for the school year of 1867, to a much larger number of counties. Some of the County Superintendents received the public school moneys thus apportioned for the years 1866 and 1867, either in part or in whole, as our books show; but others received none whatever, notwithstanding public schools were taught. There seems to be no satisfactory reason to be had from any source, explaining why it was that some of the counties received their apportionment of these public school funds, while others did not obtain any portion thereof."

The superintendent thereupon made the following statement :

STATEMENT OF SCHOOL FUNDS DUE THE SEVERAL COUNTIES AS PER APPORTIONMENT FOR 1866 AND 1867.

Counties.	Apportion- m't of 1866.	Amount Drawn.	Apportion- m't of 1867.	Amount Drawn.
Barbour.	\$.....	\$.....	\$ 7,212 32	\$.....
Blount.	.....	.....	4,354 20	3,679 41
Calhoun.	.....	.....	4,198 61	1,721 57
Chambers.	8,646 48	522 75	4,306 57	.....
Cherokee.	.....	.....	5,810 40	.....
Choctaw.	5,601 23	.....	3,384 07	.....
Coffee.	4,724 00	2,940 00	3,912 00	2,700 00
Clarke.	4,983 45	.....	3,473 08	.....
Conecuh.	.....	.....	3,482 47	.....
Covington.	3,507 05	2,588 74	2,170 00	.....
Dale.	.....	.....	6,250 80	2,250 80
Dallas.	.....	.....	6,912 67	2,211 95
DeKalb.	.....	.....	3,116 80	573 68
Fayette.	6,396 19	5,297 15	3,165 62	.....
Franklin.	.....	.....	3,418 40	1,100 00
Greene.	11,577 67	.....	3,788 74	.....
Henry.	.....	.....	5,001 55	.....
Jackson.	.....	.....	7,549 56	1,419 88
Jefferson.	.....	.....	5,073 60	327 91
Lowndes.	.....	.....	4,060 41	.....
Macon.	.....	.....	3,773 91	.....
Madison.	.....	.....	8,697 53	6,697 53
Marengo.	.....	.....	.....	.....
Marshall.	.....	.....	4,477 80	.....
Mobile.	.....	.....	13,538 00	5,000 00
Monroe.	.....	.....	3,085 86	1,500 00
Montgomery.	.....	.....	9,506 07	9,393 57
Perry.	.....	.....	6,479 35	.....
Pickens.	.....	.....	5,735 04	198 37
Randolph.	.....	.....	4,852 80	320 00
Russell.	.....	.....	4,617 51	1,555 33
Shelby.	6,640 78	3,435 45	5,128 56	.....
St. Clair.	4,877 50	2,520 83	3,366 00	.....
Sumter.	13,791 84	4,500 00	.....	.....
Tallapoosa.	.....	.....	8,346 87	.....
Tuscaloosa.	.....	.....	6,305 24	3,305 24
Walker.	4,254 00	1,560 18	3,596 40	338 07
Washington.	.....	.....	508 80	.....
Wilcox.	.....	.....	3,902 25	.....
Baine.	.....	.....	3,262 57	.....
Clay.	.....	.....	3,790 80	1,000 00
Colbert.	.....	.....	3,039 08	2,368 00
Hale.	.....	.....	3,360 76	1,050 30
Lee.	.....	.....	5,653 18	.....
Total.	\$74,990 19	\$23,365 10	\$205,662 90	\$48,611 61
23,365 10	.....	48,611 61	.....	.....
Due for 1866.	\$51,625 00	Due for 1867	\$157,054 39	.....
Amount apportioned for 1866.	.....	.....	.....	\$413,849 07
Amount drawn.	.....	.....	.....	362,223 60
Balance due.	.....	.....	.....	\$ 51,625 09
Amount apportioned for 1867.	.....	.....	.....	\$290,250 12
Amount drawn.	.....	.....	.....	133,195 83
Balance due.	.....	.....	.....	\$157,054 29

The General Assembly, in February, 1869, passed an act appropriating the sum of 208,679 38-100 dollars to cover the several amounts due and unpaid to those counties whose school moneys had been used by Gov. Patton to meet other pressing debts of the State.

This sum of 208,679 38-100 dollars so appropriated was apportioned among the counties by the late superintendent, according to the amounts certified to be due to the respective counties in the above statement.

In what manner this money has been disbursed by the County Superintendents the present State Superintendent is not fully informed, as but few final settlements have yet been made with this department by the several County Superintendents who received the special appropriations for 1866, 1867, and 1868.

It will be observed that the act making the appropriation fixes a proviso to it, a proviso which is doubtful, because the fund was justly due to those teachers alone who were employed under the then existing school laws. The proviso reads thus: "That the provisions of the foregoing act shall be so construed as to include all teachers who have taught a free public school and have claims against the State, without distinction on account of race or color."

The purpose of this proviso must be transparent. There were no colored teachers of State schools before July, 1868, and no colored pupils, except such as were recognized by the military commander between January and July, 1868; yet, as will presently be seen, an opportunity has been given for the misappropriation of this entire fund.

THE SCHOLASTIC YEAR 1868.

The House of Representatives, on the 14th day of December, last, adopted and transmitted to this department the following resolution:

Be it resolved by the House, That the Superintendent of Public Instruction be and he is hereby required to transmit to this body, the amount of claims on file in his office, of teachers who taught schools in the year 1868, up to the 15th July, and which remain unpaid, and to state what

percentage has been paid on such claims by his predecessor. Also, to state the amount of the school fund for the year 1868, and to indicate what proportion of such amount should equitably have been applied to the payment of the claims originating during the part of the year 1868 anterior to the 15th of July, and such other information as is in his possession relative to the subject.

The operations of this department were interrupted in December, 1867, by the impending political revolution in the State government. In January following, the Congress of the United States took possession of the State, under the reconstruction acts, and decreed for us a constitution, which went into operation with a new State government, in July following. The next school year was made by the Board of Education, under the new constitution, to begin October 1, 1868.

Had the old State government remained in existence, the interest of the trust funds due December 1, 1868, and the various appropriations certified by the Auditor at that date to be due to this department, would have been paid out to cover the operations of the past year. But, fortunately for the public schools, the interregnum from December 1, 1867, to October 1, 1868, resulted in the schools catching up with the fund. On December 1, 1868, the Auditor certified was due to this department the sum of \$524,621 68. This amount, instead of being apportioned to cover the back year, was apportioned to the counties for the year *beginning* October 1, 1868. Hence, it resulted that, as the school fund due December 1, 1867, was paid out to cover the year closing on that day, and the school fund due December 1, 1868, was apportioned to cover the year beginning October 1, 1868, there was no fund to meet the claims arising from December 1, 1867, to October 1, 1868.

It is well for this department, and for the interest hereafter of the teachers of public schools, that this interregnum occurred, and that the fund can be apportioned at the opening of the scholastic year hereafter, rather than at

the close. In the one case, teachers will know what to expect. In the other, they were compelled to wait for their money until the close of the year, and be subjected to frequent disappointments.

If the informality by which this state of things has occurred demands legislative action, it is to be hoped that the present order of distribution may not be disturbed.

At the same time, it must be borne in mind that the claims of teachers which arose between December 1, 1867, and October 1, 1868, are a just debt of the State. The General Assembly saw proper in October, 1868, to pass an act (explained by an act of February, 1870,) appropriating to the claims of teachers arising between Dec. 1, 1867, and June 30, 1868, the sum of \$45,411 46, which it was doubtless believed, at the time the bill was introduced, would cover all just and legal claims embraced within that period.

It is not known to the present Superintendent upon what was predicated this sum of \$45,411 46. Nor is it known what claims, or to what amount, are held against the Department by teachers legally employed during the year 1868, either before or after July 15, 1868. Nor is it known what per centage has been paid upon any claims held by teachers for that year. The Superintendent can only say, that under his predecessor the above-mentioned sum of \$45,411 46 was distributed to the several County Superintendents without reference to the amount of unpaid claims held in any given county, but in proportion to an enumeration of white and colored children made in 1869. It is with reluctance that he has been driven to the conclusion that the acquisition and distribution of this sum of \$45,411 46, and the larger sum appropriated for the years 1866 and 1867, is the result of a deliberate scheme to divert the public school fund of the years 1866, 1867, and 1868, from their legitimate use, and for the benefit of private schools which were established and conducted for private gain or for the promotion of political and sectarian

ends. This conclusion is reached from an examination of the following facts.

Among the first acts passed by the Board of Education at their first session, a few days after the inauguration of the present constitution, was the following:

"An Act to provide for the payment of outstanding claims for the maintenance of schools.

"Be it enacted by the Board of Education of the State of Alabama, That any moneys now in the hands of any officer, State or county, or municipal, raised by taxation or otherwise for the support of schools, prior to July 1st, 1868, shall be used for the payment of any unsettled claims for services rendered prior to the 25th day of July, 1868, by any association, society or teacher, for the maintenance of schools without regard to race or condition, upon the warrant of the county superintendent, accompanied with his certificate that the same are correct and justly due.

"Approved August 11, 1868."

It is not possible that before the inauguration of the present constitution there were any colored public schools, or colored public school teachers, the colored people not being embraced in the school system. The intent of this act was evidently to give a color of authority to the newly appointed County Superintendents for the disbursement of public moneys to private schools of a certain character. Under cover of this act large sums of money which had been turned over by Township Trustees to the new County Superintendents, as also the several appropriations referred to, were squandered upon teachers of private schools who were in nowise connected with the public school system, and who had already received pay from their patrons for their services. The County Superintendent of Montgomery county, who has lately been removed from office, paid himself the sum of \$ 1,692 60 for teaching a private colored school, and his account was allowed by the State Superintendent. The State Superintendent, in conjunction with the County Superintendent of Mobile county, who has

also been removed, paid to a colored institute, which was supported and controlled by a missionary society, and whose teachers had already been paid by that society, the sum of \$5,327 at one time, and \$5,425 at another time.

It was the practice of the late State Superintendent to allow such claims under color of the act above cited, and when the sum of \$45,411 46 was definitely appropriated by the General Assembly to be "applied to the payment of teachers who rendered service in the public schools of the State" for what is known as the scholastic year 1868, he apportioned it among the counties upon the basis of the enumeration of white and colored children made in 1869, and without any reference to the amount or locality of legal claims held by teachers who "rendered service in the public schools of the State." The following table exhibits the apportionment of this special fund, as made by the Superintendent in 1869, the several amounts which have been paid out to the counties, and the amount of vouchers returned to this office by the County Superintendents:

Statement of the Appropriation for 1868, its Apportionment among the Counties, date of payment to the County Superintendents, and amount accounted for by vouchers.

COUNTIES.	No. Children . . .	Amount appro- priated . . .	When drawn by Co. Supt.	Accounted for by vouchers.
Autauga	\$4,361	\$ 545 12	June 16, 1870.	\$
Baker	3,011	376 37	Oct. 26, 1870.	376 16
Baldwin	2,269	283 62	May 19, 1870.	.....
Barbour	9,976	1,247 00	" 24, 1870.	497 34
Bibb	3,231	403 57	" 10, 1870.	.....
Blount	4,193	624 12	Nov. 1, 1870.	624 12
Bullock	8,954	1,119 25	May 20, 1870.	362 25
Butler	5,763	720 62	June 28, 1870.	720 25
Calhoun	5,153	644 12	May 19, 1870.	.....
Chambers	5,945	743 12	" 10, 1870.	654 74
Cherokee	5,196	649 54	" 20, 1870.	.....
Choctaw	4,549	568 62	.....	.....
Clarke	2,612	326 50	.....	.....
Clay	3,918	489 75	May 16, 1870.	301 65
Cleburne	3,448	431 00	July 19, 1870.	.....
Coffee	3,049	381 12	June 9, 1870.	.....
Conecuh	3,190	398 75	" 2, 1870.	.....
Coosa	5,417	677 12	" 1, 1870.	.....
Covington	2,273	284 12	May 23, 1870.	.....
Crenshaw	5,658	707 25	June 24, 1870.	.....
Dale	6,007	750 87	" 9, 1870.	248 58
Dallas	10,963	1,370 37	May 13, 1870.	.....
DeKalb	2,736	342 00	Dec. 13, 1870.	.....
Elmore	5,227	653 37	May 14, 1870.	.....
Escambia	1,461	182 62	" 18, 1870.	180 00
Etowah	3,437	429 62	.....	.....
Fayette	3,164	395 50	Oct. 24, 1870.	.....
Franklin	7,691	961 37	.....	.....
Geneva	1,090	136 25	June 11, 1870.	.....
Greene	5,233	634 12	.....	.....
Hale	4,327	540 87	June 29, 1870.	540 87
Henry	5,919	739 12	.....	.....
Jackson	7,635	951 37	Jan. 21, 1870.	954 37
Jefferson	5,490	686 25	.....	.....
Lauderdale	5,981	747 62	June 14, 1870.	624 80
Lawrence	5,817	727 12	" 6, 1870.	.....
Lee	7,270	908 75	Aug. 5, 1870.	460 22
Limestone	4,668	583 51	May 23, 1870.	.....
Lowndes	8,464	1,058 50	Aug. 2, 1870.	.....
Macon	5,855	735 62	June 1, 1870.	.....
Madison	9,935	1,241 87	Aug. 6, 1870.	.....
Marengo	8,488	1,061 00	Sep. 10, 1870.	.....
Marion	3,077	384 62	May 13, 1870.	.....
Marshall	4,392	549 00	" 25, 1870.	.....
Mobile	18,877	2,359 62	" 21, 1870.	.....
Monroe	3,498	437 25	July 13, 1870.	295 87
Montgomery	14,062	1,758 50	Sep. 19, 1870.	.....

STATEMENT OF THE APPROPRIATIONS FOR 1868, &c—continued.

COUNTIES.	No. Children.	Amount appropriated.	When drawn by Co. Supt.	Accounted for by vouchers.
Morgan.	4,295	536 87	Aug. 16, 1870.	266 25
Perry.	9,230	1,153 75	June 16, 1870.	.....
Pickens.	7,092	886 50	Nov. 4, 1870.	.....
Pike.	6,881	.860 12	May 23, 1870.	.....
Randolph.	4,878	609 75	Aug. 9, 1870.	.....
Russell.	7,084	885 50	June 24, 1870.	.....
Sanford.	4,686	585 75	“ 9, 1870.	.....
Shelby.	4,528	566 00	Oct. 5, 1870.	.....
St. Clair.	3,722	465 25	.....	.....
Sumter.	5,878	734 75	Dec. 14, 1870.	.....
Talladega.	6,147	768 37	June 8, 1870.	403 75
Tallapoosa.	8,224	1,028 00	“ 29, 1870.	1,028 00
Tuscaloosa.	7,569	946 12	Aug. 22, 1870.	480 30
Walker.	3,570	446 25	.....	.....
Washington.	1,163	145 37	.....	.....
Wilcox.	8,540	1,067 50	May 24, 1870.	.....
Winston.	1,727	215 87	Nov. 1, 1870.	.....
Total.	358,180	\$44,772 50	.....	\$9,019 02
Total amount appropriated by General Assembly.				\$45,411 46
“ apportioned to counties				44,772 50
Appropriation not apportioned.				\$638 96
Amount of claims paid by County Superintendents.				\$9,019 62

This is all the information in the possession of this Department relative to the application made of the fund voted for the relief of public school teachers, who rendered services from December, 1867, to July, 1868.

The present Superintendent has called upon the County Superintendents to report the disbursements of this fund and to forward their vouchers; but, thus far, very few have reported; and those who have found no claimants for the money in their hands, propose to retain charge of it and disburse it for unpaid claims of the years 1869 and 1870, under a law enacted for that purpose at the late session of the Board of Education. It is probable that the great bulk of that fund has not been and will not be applied to the

object for which the general assembly appropriated it. Such is one of the evil results of having two legislatures over this department. The disbursing legislature runs counter to the spirit of the appropriating legislature, and the State Superintendent remains powerless to provide a remedy for transparent abuses.

THE SCHOLASTIC YEAR, 1869.

The scholastic year, 1869, opened October 1st, 1868, and closed September 30th, 1869. For this year the State auditor certified as due this department the sum of \$524,621 68, derived from the following sources, viz :

Appropriation, as per act approved October

10, 1868.....	\$ 200,000 00
Annual interest on \$1,710,157 45, at 8 per cent.	
(16th section).....	136,812 59
Annual interest on \$97,091 45, at 8 per cent.	
(valueless 16th section).....	7,767 30
Annual interest on \$669,086 80, at 8 per cent.	
surplus revenue.....	53,526 94
Amount received from retail licenses.....	26,514 85
Appropriation as per section 957, Revised Code.....	100,000 00

Total.....\$ 524,621 68

This sum, after setting aside \$12,000 for normal schools, was apportioned among the counties upon the basis of the enumeration of children, as follows :

Counties.	No. of children.	Amount of apportionment.
Autauga.	4,361	\$ 6,333 70
Baker.	3,011	4,699 90
Baldwin.	2,269	3,754 96
Barbour.	9,976	13,169 92
Bibb.	3,231	4,577 20
Blount.	4,193	5,426 60
Bulloek.	8,954	11,714 32
Butler.	5,765	7,480 50
Calhoun.	5,153	6,945 97
Chambers.	5,945	7,734 00
Cherokee.	5,196	6,835 20
Choctaw.	4,549	6,438 63
Clarke.	2,612	4,634 97
Clay.	3,918	5,301 60
Cleburne.	3,418	4,737 00
Coffee.	3,049	4,308 80
Coneeuh.	3,190	4,605 60
Coosa.	5,417	7,500 40
Covington.	2,273	3,171 56
Crenshaw.	5,658	7,522 93
Dale.	6,007	7,883 40
Dallas.	10,963	16,788 47
DeKalb.	2,736	3,614 98
Elmore.	5,227	7,578 80
Eseambia.	1,461	2,361 89
Etowah.	3,437	4,724 40
Fayette.	3,164	4,324 02
Franklin.	7,691	10,687 99
Geneva.	1,090	1,737 17
Greene.	5,233	9,168 84
Hale.	4,327	6,429 49
Henry.	5,913	7,768 07
Jackson.	7,635	10,459 89
Jefferson.	5,490	7,088 00
Lauderdale.	5,981	7,877 20
Lawrence.	5,817	9,171 71
Lee.	7,270	9,524 00
Limestone.	4,668	7,822 95
Lowndes.	8,463	11,339 24
Macon.	5,885	8,444 56
Madison.	9,935	15,036 77
Marengo.	8,488	13,489 06
Marion.	3,077	4,192 40
Marshall.	4,393	5,880 40
Mobile.	18,877	24,652 40
Monroe.	3,498	5,580 30
Montgomery.	14,068	19,396 36
Morgan.	4,295	5,996 40
Perry.	9,230	13,046 13
Piekens.	7,092	10,637 37
Pike.	6,881	9,259 20
Randolph.	4,878	6,453 60
Russell.	7,084	10,166 59
Sanford.	4,686	6,023 20
Shelby.	4,528	6,233 60
St. Clair.	3,722	5,066 40
Sumter.	5,878	12,409 17
Talladega.	6,147	8,575 24
Tuscaloosa.	8,224	10,468 80
Tallapoosa.	7,569	10,312 17
Walker.	3,570	4,684 00
Washington.	1,163	1,895 60
Wilcox.	8,540	11,947 27
Winston.	1,727	2,622 40

The pay of local officers, chargeable upon the County School Fund, was

For County Superintendents.....	\$52,624 00
For Clerks of Boards of Trustees.....	22,549 92

Total.....	\$75,173 92
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It appears that there were taught

Public schools in 1869, (estimated).....	3,225
Children attending public schools, (estimated).....	160,000

A tabular statement showing the number of schools taught in each county in the State during the scholastic year, the number of teachers employed, and the salaries paid them, may be found in a special report made from this Department to the House of Representatives, and bearing date February 10, 1870, to which I would call your Excellency's attention.

The following exhibit shows the names of County Superintendents, their salaries, and the amounts paid them for the scholastic year 1869.

County ..	Superintendent .	Superintendent's salary ..	Trustees' salary .	Total am't drawn	No. of schools ..
Autauga	J. H. Booth	\$1,000 00	\$174 00	\$6,333 00	48
Baker	J. M. Corderie	800 00	244 00	4,793 50	36
Baldwin	Dr. S. Moore	1,000 00	249 00	3,706 16	14
Barbour	B. B. Fields	700 00	599 47	10,699 36	51
Bibb	R. R. McPherson	700 00	195 00	4,577 20	44
Blount	T. W. White	395 00	378 70	5,419 53	51
Bullock	C. J. Cunningham	900 00	280 00	10,295 75	50
Butler	Wm. Seawell	562 50	259 70	7,145 90	60
Calhoun	J. B. Williams	600 00	249 50	6,910 22	62
Chambers	B. L. Dyer	600 00	485 50	7,285 88	50
Cherokee	L. J. Sanford	600 00	308 00	6,617 61	68
Choctaw	W. J. Gilmore	800 00	347 65	6,428 63	61
Clarke	W. W. Wilson	800 00	172 00	5,351 58	23
Clay	A. A. West	600 00	352 00	5,240 69	37
Cleburne	J. M. Wiggins	600 00	283 00	4,735 70	37
Coffee	M. Miller	650 00	251 00	4,308 78	37
Conecuh	Wm. P. Miller	600 00	183 00	4,605 60	48
Coosa	J. W. McLendon	1,000 00	531 50	7,194 90	49
Covington	J. McLoughlin	437 50	48 00	2,981 55	35
Crenshaw	J. H. Howard	733 33	433 00	7,522 93	32
Dale	G. M. T. Gibson	675 00	816 60	7,883 40	48
Dallas	Jos. H. Sears	2,000 00	905 58	16,775 98	88
DeKalb	T. B. Collins	300 00	114 00	2,387 94	34
Elmore	J. A. McCutchen	600 00	522 50	7,578 80	64
Escambia	A. G. Martin	600 00	134 75	2,342 65	16
Etowah	J. J. Brasher	600 00	224 00	4,724 40	44
Fayette	J. Middleton	500 00	222 00	3,982 24	50
Franklin	Dr. F. Anderson	1,400 00	454 00	10,687 99	73
Geneva	Dr. E. R. Porter	421 87	114 00	1,940 22	19
Greene	A. A. Smith	1,500 00	156 00	7,987 66	40
Hale	M. H. Yerby	500 00	335 00	6,033 89	40
Henry	Geo. P. Kincey	600 00	322 00	7,009 15	60
Jackson	Jesse W. Isbell	800 00	839 83	10,444 00	53
Jefferson	J. B. Sanford	500 00	394 40	7,126 34	58
Lauderdale	Wm. R. Chisholm	700 00	498 00	7,776 00	50
Lawrence	Jno. H. Preston	900 00	603 66	9,205 21	66
Lee	J. E. Sumnerford	800 00	384 00	9,465 11	52
Limestone	J. B. Lentz	540 00	511 10	7,850 04	42
Lowndes	G. W. Neeley	1,500 00	388 50	11,746 26	59
Macon	J. S. Caldwell	1,000 00	342 00	8,162 86	43
Madison	A. W. McCullough	1,500 00	498 00	14,630 09	88
Marengo	Geo. E. Pegram	1,500 00	164 00	12,063 77	59
Marion	T. B. Nesmith	500 00	269 00	4,192 40	52
Marshall	F. M. Proctor	610 00	370 00	6,078 50	43
Mobile	Geo. L. Putnam	2,000 00	455 54	24,652 40	40
Monroe	Dr. J. W. Cotter	622 50	262 10	5,580 30	48
Montgomery	Wm. M. Loftin	2,000 00	363 01	19,388 39	85
Morgan	C. C. Nesmith	600 00	395 13	6,141 39	72
Perry	C. C. Crowe	1,125 00	375 00	13,044 48	62

County	Superintendent	Superintendent's salary	Trustees' salary	Total amt drawn	No. of schools
Pickens	E. F. Bouchelle	1,000 00	462 00	10,633 60	54
Pike	L. G. McLendon	1,000 00	587 00	9,063 40	69
Randolph	C. C. Enloe	600 00	367 00	6,542 07	48
Russell	T. T. Edmunds	920 00	244 00	8,595 81	40
Sanford	G. C. Burns	400 00	358 00	6,023 20	39
Shelby	J. W. Jones	800 00	286 00	6,192 40	62
St. Clair	Wm. P. Lovett	600 00	228 00	5,004 95	37
Sunter	R. Bradshaw	1,500 00	397 00	11,171 57	51
Talladega	J. G. Chaudron	1,000 00	255 00	8,575 24	68
Tallapoosa	J. H. Lowrey	600 00	404 00	10,451 20	63
Tuscaloosa	H. S. Whitfield	800 00	362 00	10,312 17	93
Walker	J. L. Gilder	400 00	222 00	4,670 20	42
Washington	T. J. King	500 00	76 00	1,972 33	12
Wilcox	C. C. Colton	1,270 00	447 50	11,545 27	70
Winston	W. H. Shipman	550 00	426 80	2,622 40	29

The sum of \$12,000 was apportioned for the Normal Classes. There are reported of these, *three* at Huntsville, *one* at Portersville, *two* at Talladega, *one* at Montgomery, *one* at Evergreen, and *one* at Mobile—making in all *nine* classes with an aggregate of three hundred male and female pupils, who were under contract with the State to teach for two years in the free public schools after having obtained from the teacher of the class a certificate of competency to teach. It is not known by the Superintendent what progress had been made by these pupils, what interest they exhibited in learning, what assurance the Department had as to their capacity, intellectually and morally, or whether any of them were prepared during the year 1869, or the year 1870, to assume the duties of teacher, or whether any of them actually entered upon such duties. The subsequent abandonment of the schools, it is fair to presume, has resulted in a loss to this Department of \$12,000 for the year 1869 and \$25,000 for the year 1870.

It was an unwise policy to have established such a number of Normal Schools at the outset. The State of New

York for a quarter of a century had but *four* Normal Schools, and last year had but *six*.

THE SCHOLASTIC YEAR 1870.

The scholastic year 1870 opened on the 1st day of January, 1870, and closed the 31st day of December, 1870, by act of the Board of Education approved September 6th, 1869. It appears that there was an interregnum between the close of the former scholastic year on September 30th, 1869, and the beginning of the new year, January 1, 1870, but this interregnum did not interfere with the continuance of the schools, nor with the regular apportionment of the school funds, the Auditor having certified on the first day of December as usual the amount due the public schools for the current year, and an act of the Board having provided that the schools might be opened earlier than the 1st of January, 1870, and be credited upon the school fund of 1870.

The amount certified by the Auditor as due this Department on December 1st, 1869, and appropriated by the State Superintendent for the scholastic year 1870, is as follows:

Annual interest on \$1,710,347 70, sixteenth section fund.....	\$ 136,921 74
Annual interest on \$97,091 21, valueless sixteenth section fund.....	7,767 30
Annual interest on \$669,086 80, surplus revenue	53,526 94
One-fifth annual aggregate revenue.....	137,290 20
Section 957, Revised Code.....	100,000 00
Special tax, act December, 1869.....	60,903 00
Alabama Mutual Aid Association.....	4,000 00
 Total	 \$500,409 18

On the 23d of February, 1870, the Auditor certified to this Department that "under the provisions of an act approved December 29, 1868, the net proceeds of lands sold in

Nebraska, amounting to \$18,432, have this day been certified and paid into the treasury to the credit of the following townships in Alabama : ”

Township 5, range 2 east.....	\$3,924
“ 5, “ 3 “	1,170
“ 6, “ 1 “	3,204
“ 6, “ 2 “	4,896
“ 6, “ 3 “	5,238
 Total	 \$18,432

This fund did not become available, however, during the scholastic year 1870. It will be seen that interest is calculated upon it at the opening of the next scholastic year.

The \$500,409 18 certified as due December 1, 1869, was apportioned as follows :

Number of children.....	387,057
White.....	229,139
Colored	157,918
Appropriation among counties	\$464,496 68
Classification of appropriation—	
For white fund.....	269,569 24
For colored fund.....	194,927 44
 County appropriations.....	 \$464,496 68
For city of Selma.....	1,696 25
For normal schools.....	25,000 00
Balance unappropriated.....	9,216 25
 \$500,409 18	

These figures are taken from the apportionment sheets certified to the Auditor from this Department. The duplicate sheets retained in this Department, which are the only record of the matter to be found, have been tampered with and do not correspond with the statement made to the Auditor. Hence, it is with the greatest difficulty that the present Superintendent can certify that a county is entitled to any certain amount for the year 1870, or that any certain sum has actually been paid to the townships. Indeed, such

is the condition of the records for the years 1869 and 1870 that the Superintendent would ask the General Assembly to appoint a committee to examine into the affairs of the Department of Education and to make such recommendations as they may think best for its interests.

A supplemental report will be made hereafter, exhibiting the operations of the public schools in each county for the scholastic year 1870, as certified to by the County Superintendents for their several counties. From the recapitulation of the reports from County Superintendents thus far received, appear the following results:

Number of counties	65
Largest number of free schools taught during	
the year—	
White	1,355
Colored	490
Total	1,845
Amount of school fund apportioned for coun-	
ties	\$464,496 08
Amount drawn by Superintendents to January	
20, 1871	364,670 81
Due counties January 20, 1871	\$99,825 27

There seems to be no reason why such a large sum of money should remain undrawn at so late a day as three weeks after the close of the school year when teachers have been clamorous for their pay for months. The only explanation that can be assigned for such neglect is that numbers of incompetent men were appointed as County Superintendents in 1868, and that they have been either ignorant, dilatory, or unmindful of their plain duties.

THE SCHOOL YEAR 1871.

The Board of Education at its late session wisely changed the school year so as to make it correspond with the fiscal year—to open October 1 and close September 30. But as

the last scholastic year closed December 31, 1870, the present year will cover only nine months, and extend from January 1, 1871, to October 1, 1871. The next year will begin October 1, 1871, and close September 30, 1872, and hereafter the scholastic and fiscal years will agree. By this arrangement the books of the Auditing and of the Education Departments can be more easily compared and all errors or irregularities instantly detected and remedied. Reports can, also, be made more conveniently from this Department, and the operations of an entire year may be laid before the General Assembly when it convenes in November.

Although by the change in the scholastic year the school fund for the current year loses two months' interest on the trust funds, it appears that the amount certified by the Auditor as due this Department to the 1st day of October, 1870, is as follows:

Ten months' interest on \$1,729,032 74, sixteenth section fund.....	\$115,268 85
Ten months' interest on \$97,091 21, valueless sixteenth section fund.....	6,472 75
Ten months' interest on \$669,086 80, surplus revenue fund.....	44,605 78
One-fifth annual aggregate revenue	232,462 25
Poll tax.....	82,579 66
From section 957, Revised Code.....	100,000 00
Unapportioned balance from last year.....	9,216 25
 Total	\$590,605 54

From this statement it will be seen that the school fund has swelled from \$500,409 18 in January, 1870, to \$590,605 54 in January, 1871, an increase of \$90,196 36. This increase is due to the increased revenue of the State and the better collection of the poll tax. Next year, if the rate of taxation is not decreased, and a better plan is adopted for collection of the poll tax, we may expect to see the school fund reach \$700,000.

The fund for 1871, after deducting estimated expenses for County Superintendents, Boards of Directors and the clerkship allowed this office by the Board of Education, will give the sum of \$1 33 $\frac{1}{3}$ per child, the number of children reported being about 396,000.

Rate per child for 1869.....	\$1 20
" " " 1870.....	1 15
" " " 1871.....	1 33 $\frac{1}{3}$

A statement of the apportionment for 1871 is now being made out and in a few days will be sent to each County Superintendent. After the election for school officers in March the statement will again be sent to County Superintendents, and, also, to the Township Trustees, so that each township may be certain to know how much money to expect and may not employ more teachers or for a longer time than it can pay.

SUCCESS OF OUR PUBLIC SCHOOLS IN THE PAST.

Your Excellency desires the Superintendent to state what information he has as to the success of the public school system of Alabama in the past and its prospects in the future. The pressing duties which are devolved upon him at the outset of his administration, and the propriety of submitting this report for the consideration of the General Assembly at the earliest moment, prevent his entering upon a full criticism of our school system, or a disquisition upon the necessities of public instruction.

Our public school system had barely time to gain the good will of the people and begin to reap the fruits hoped for by its founders, among whom your Excellency was conspicuous, before the outbreak of the war impeded and thwarted its operations. You can gain a just idea, however, of the success which was attending public instruction in Alabama down to 1861 from reference to the final reports of those accomplished gentlemen and noble heroes, (peace to the memory of the one, and additional honors to the

brow of the other,) General Wm. F. PERRY and Captain GABRIEL B. DUVAL.

Although the sixteenth section fund had been paid regularly to Township Trustees for a number of years before, it may be said that the public school system of Alabama was first established by an act of the General Assembly of February 15, 1854. For the year 1855 the apportionment of the school fund was as follows :

	<i>Principal.</i>	<i>Interest.</i>
Sixteenth section fund on deposit in the State treasury on the 1st December, 1854.	\$1,244,793 36	\$74,687 60
Valuelessss sixteenth section fund	97,091 21	7,767 30
United States deposit fund..	669,086 80	53,526 94
Direct appropriation		100,000 00
Special taxes		1,300 00
Escheated property		233 55
		<hr/>
		\$237,515 39
Less amount appropriated as contingent fund of this Department		5,000 00
		<hr/>
		\$232,515 39

The number of children *enumerated* for that year was 145,518.

The report of operations for that year is quite imperfect. It was the beginning of a system, and the new county officers were not yet familiar with their duties.

For the year 1856 we find the school fund increased as follows :

Interest on sixteenth section fund	\$90,023 49
“ “ “ valueless fund....	7,767 30
“ on surplus revenue	53,526 94
Income from retail licenses	16,372 68
Appropriation from treasury	100,000 00
	<hr/>
Total	\$267,690 41

The number of children enumerated for that year was 171,073.

The whole number of public schools taught during the year (excluding those of Mobile county, which had a separate system of its own, and those of Lawrence, from which no report was received,) was 2,260. The number of pupils registered was 89,013. The average length of time during which the schools were taught was a small fraction over six months.

There were embraced in the reports 197 private schools, having 3,774 pupils; 74 academies, with 3,955 pupils; 20 colleges, with 1,690 students. A majority of the institutions returned under the last head were unendowed female seminaries.

If to the aggregate number of pupils in the public schools as stated above, 89,013, be added those of Mobile county as shown by the abstract of the Superintendent's report to the Board of School Commissioners, 1,847, and the number attending private schools, academies and colleges, 9,419, there results a total (exclusive of the private schools of Mobile county and all the schools of Lawrence) of 100,279.

These figures show an increase over any former year of 37,501—equal to more than one-half the votes ever polled in any election held to that date in the State. If a moderate allowance be made for the numbers in the two counties excluded, it appears that one to every four and one-third of the total white population, as shown by the State census of 1855, attended school during the year 1856. This was a larger ratio than is exhibited by the school statistics of twenty-five out of the then thirty-one States of the Union.

In 1857, three years after the inauguration of our common school system, we find that Alabama stands proudly among her sister States of the Union. The following table is taken from Appleton's Cyclopedie (Vol. V., title, *Common Schools*):

State.	Population	Whole No. attending school...	Amt' of annual cur-rent expenses for schools
Alabama	{ 841,704 ½ negroes, 370,792	89,160	\$490,690
Connecticut	1,421,661	71,269	322,253
Virginia	935,000	41,608	156,000
Georgia	606,526	77,015	· · · · ·
Mississippi	583,034	18,746	36,000
Maryland	317,976	33,111	· · · · ·
New Hampshire	314,120	85,245	263,625
Vermont	509,414	90,110	265,623
Iowa	587,774	79,679	198,143
Louisiana	507,067	36,000	200,000
California	1,133,123	9,717	156,712
Massachusetts	3,470,459	203,031	1,418,364
New York	2,311,786	832,735	3,275,217
Pennsylvania	988,416	593,837	1,609,818
Indiana		195,976	732,934

From this table it appears that in 1857 our State, in proportion to her white tax-paying and school attending population, was far ahead of nearly all the Southern States and most of the New England States; was the superior, in the schoolroom, of even the boasted and the boasting Massachusetts; and was almost the peer of New York and Pennsylvania.

During that year the public school moneys distributed among the townships of the State paid 57 per cent. of the entire tuition in the public schools,—the total expenditures as estimated by the Trustees being \$474,370 52.

This, it must be remembered, was but the third year of the public school experiment.

For the year 1857 we find the following results:

School fund increased to \$281,874 41
Number of enumerated children. 178,095.

Estimating the school statistics of delinquent counties at the same as they were reported in 1856, there appears an

increase in 1857, over 1856, of 175 public schools, 6,008 pupils registered, and 4,974 average daily attendance.

The most encouraging indication which a comparison of the returns for the two years affords, is the remarkable increase of the amount paid teachers. In 1856 the total cost of the public schools to the State and to the people, as estimated by the trustees, was \$490,278 19. In 1857, it was \$552,984 11; thus indicating greater liberality on the part of the people in the compensation of teachers, an increased demand for better qualifications, and a consequent improvement in the *quality* of the instruction afforded in the public schools. This improvement was undoubtedly the result of the operations of the previous year in which the people saw more than half the tuition of the children paid by the public fund.

Gen. PERRY, in closing his annual report for 1857, made use of the following argument in support of public education. It is so pertinent when considered in connection with the present condition of the Southern people, and with the now victorious banners of the Emperor of Germany, that the present State Superintendent submits it without comment:

“Fifty years ago, the Kingdom of Prussia was smitten down by one terrible blow, and lay prostrate at the feet of Napoleon. Her splendid army was annihilated. Her fortresses were garrisoned with two hundred thousand enemies. Her treasury was exhausted, to meet the contributions levied by the insatiate conqueror. She looked to the neighboring nations in vain for succor. They were either leagued with the foe, or, like her, had been crushed beneath his iron heel. In her calamity and humiliation, she directed her yet unsubdued energies to the development of the intellectual and moral power of her people, as the only hope of ultimate emancipation. An intense national spirit was inculcated from the rostrum and the pulpit. Her schools became objects of increased attention and care, and institutions of learning, and seminaries for teachers sprung up throughout the land; so that the educational system of Prussia, baptized in the blood of the disastrous field of Jena, rose to newness of life. Though the tracks of the

conqueror have long since been effaced, her school system, the most complete, perhaps, the world has ever known, still remains, a monument of wisdom and patriotism, that may well put to shame the narrow policy of some of our republican statesmanship.

" Though there is nothing in our condition analogous to what has been related, it were well that we learn from it lessons of instruction. The relations of this portion of our confederacy to the world are such as call loudly for the rapid development of its vast resources, material and mental. It is time that the worm-eaten doctrine were banished from our councils, that the security of nations consists in their *vis inertiae*, and that ignorance is the true principle of conservatism. It is true, that what has been accomplished in the past has subserved the purposes of the past; but it would be folly to presume that our present development will therefore meet our future necessities. Our experience as a people is too short to justify us in judging of what will be, by what has been. Already clouds, dark and lowering, hang upon our horizon. No prophet's vision can foresee what the future has in store for us; what fierce trials await us; what great battles we may be called upon to fight. No human wisdom can now realize, what we may yet be made painfully to feel, how much of strength we have lost, through ignorance and vice, and how little of strength we were able to spare. We want a population that is equal to any and every emergency; that is incapable alike of subjection and of anarchy; that, in the sunshine of peace, or in the storms of revolution, will make the eternal principles of *right* the rule of their actions,—a population such, that, though our present political system were ruthlessly torn asunder, and States were shot madly from their spheres like comets in space, each one, true to the memories of the past, and true to posterity, would wheel into its own appropriate place, and revolve, in a new orbit, around the same grand center of constitutional freedom."

PROSPECTS FOR THE FUTURE.

Thus has been hurriedly sketched the results flowing from the school system down to the approach of the war. From 1858 to 1869 no reports are found as to the operations of the system, but there is every evidence that the public fund

went for towards paying the tuition of half the children of the State who attended private and public schools.

A new system went into operation in 1868, but not materially different from the old. Under the old system the Township Trustees had complete control of the school funds and could aid schools already established, upon the excellent principle adopted by Mr. Peabody from the most flourishing continental systems, in his munificent grant to the Southern people ; but under the new system from July 1868 down to the present year it was held that the schools should be absolutely free and public to all, and that no school rates should be allowed to supplement the school fund. The result of this rule was that a large number of schools were opened ; but they were generally schools which accomplished nothing. There were too many pupils for the teachers and too many teachers for the fund. The sum total of schools and pupils made a large show upon paper, but the school was generally closed before the pupil had time to learn the alphabet. The Board at its late session went far to correct this error by allowing three schools in a country township, (and an unlimited number in city townships,) to be so far patronised by private contributions as a supplement to the township fund, as to enable them to be taught at least five consecutive months in the year. It is undoubtedly true that what is gained at no cost is lightly appreciated. The public school system could never have prospered in Alabama, if the parents had been relieved of all obligations and the pupils of all restraints. The Superintendent believes that this partial reversion to the old system will enlist the active interest of the people and be fruitful of greater results than was attained in 1857, when Alabama stood proudly in the front rank of States.

The new system is under the control of a board of education. In this respect the old system had the advantage. There is no reason why the committees upon education of the two Houses of the General Assembly, during their thirty days session, cannot suggest as beneficial improvements

for this department as can a board of education which sits at a cost of several thousand dollars to the State. In other respects the two systems are identical, if we may except the fact that in the new system the county superintendents have been given much of the power which formerly belonged to the township trustees.

There is not enough difference between the two systems, however, to raise a fear that the good results which attended public instruction before the war will not continue to follow it hereafter.

THE STATE SUPERINTENDENT.

The duties devolved by law upon the State Superintendent are the most onerous that fall to the lot of the officers of State. Mr. Duval, in his report for 1858, thus alludes to them :

“ Besides, the receipt and disbursement of large sums of money, the registry of 16th section notes, the issuing of them for suit, the settlements with the Attorney General, or his agents, the accounts kept with county superintendents, and with the fifteen hundred townships in the State, there is a large and increasing correspondence to be kept up. Legal questions, involving the nicest distinctions, are continually arising under the administration of the law, and require careful examination; complaints are made *by* trustees and superintendents, or *of* them, and difficulties submitted for adjustment which demand thoughtful consideration; letters from teachers seeking employment, from school committees wanting teachers, from those who write books, and those who have them to sell, requesting a recommendation, and those who want to purchase, desiring advice; applications for an extension of 16th section debts by those who owe notes, and for patents by those who have paid; letters asking for information, and letters volunteering it; letters upon every imaginable question that can be connected with the duties of the office, some presenting specimens of kakography, and a con-

fusion of ideas that would tax the skill of an adept to decipher, and the ingenuity of counsel to extract a meaning from, and others an inexorable hostility to the Queen's English, which destroy every hope of a peaceful solution of the unfortunate difficulties it has created—and all equally requiring answers—all of these are constantly making demands upon the time of the Superintendent.

"Under such circumstances it is impossible that the more important duties of thoroughly studying the systems of education elsewhere adopted, and comparing their relative merits for the purpose of perfecting our own, or of giving proper attention to text-books, the modes of teaching pursued, and determining that which is best adapted to the character and condition of our people, can be performed as it should be. The clerical duties of the Superintendent occupy most of his time, and the minutiae of business prevent any continuous or beneficial train of thought."

Besides these duties, there is now devolved upon the Superintendent of Public Instruction the further duty of presiding over the Board of Education. This year the greater part of two months will be absorbed in attendance upon that body. He must preside over the Board of Regents at Tuscaloosa in June, and must therefore be absent from his office just at the time when the county superintendents will be sending or coming for their second quarter's fund. It is also made his duty by law to collect information with regard to the topography of the school districts, and the location and construction of school houses. He must consult and advise with county superintendents with regard to the qualification of teachers. It is also made his duty *to visit every county in the State annually* (an impossibility) for the purpose of inspecting the schools, awakening an interest in education, diffusing information as to the public school system by public addresses and personal talk with the teachers and parents. He is commanded to open correspondence abroad and seek for the latest ideas as to

public schools. He must prepare blanks and circulars, reports, rules and regulations. He must apportion the school fund annually, which labor requires several weeks of close and laborious calculation in completing, copying and posting. He must keep a credit and debit account with each of the fifteen hundred townships of the State.

To do all this the Superintendent must have a competent clerical force. He has been given one clerk by the Board of Education, with a salary of \$1,500. But one clerk is not sufficient. It is absolutely necessary that the department should have additional clerical force. By a mock economy thousands of dollars may be lost to the State, whereas they might be saved by an expenditure of a few hundred.

The Superintendent would ask the General Assembly to allow this department a contingent fund of fifteen hundred dollars annually for the employment of clerical assistance, purchase of postage stamps and other incidental expenses when necessary, and that such sum be appropriated from the general education fund. If the work in this department, which demands more labor than all the other departments together, is to be done, it should be well done.

Under the late Superintendent the pay of clerks in the department of education was \$2,997 75, for the year 1870. This sum would not have been too great, if proper accounts had been kept, and all the duties of the office had been attended to. The present Superintendent proposes to have proper account books and correspondence kept with the sixty-five counties and the fifteen hundred townships, with the thousands of purchasers and lessees of school land, their assignees and their thousands of endorsers. But, it cannot be done with the assistance of a single clerk.

COUNTY SUPERINTENDENTS AND DIRECTORS.

Gen. Perry, in his report for 1856, said :

“ The substitution, by the law of 1856, of a single officer

who is required to give bond, and who receives compensation for his services, for the boards of county school commissioners, was an advance movement of incalculable importance. The wisdom of the change will be much more apparent when it is remembered that the superintendency has not yet had time to develope what it is capable of accomplishing. Many of the superintendents found their counties almost entirely unorganized, the people listless and indifferent, and the trustees ignorant of their duties ; so that the preliminary labor of organizing occupied most of the year 1856. It may be true, also, that the results in some of the counties have not been fully satisfactory on account of unfortunate selections of persons to fill the office, or because of the inability of the incumbents, from the want of adequate compensation, to devote a sufficient amount of time to their duties. These instances, however, constitute mere exceptions to the rule. An unprecedented impulse has unquestionably been given to the cause of common school education in the State, and this is due, in a large degree, to the faithfulness and efficiency of the county superintendents.

“ The idea is a most fallacious one that it is possible to devise a self-executing school law. This mistake has been repeatedly committed by other States of the Union, and, in every instance, with disastrous results. It is true, that if such a law had for its only object, as seems to be thought by some, the distribution of a certain amount of money among the people, as a sort of gratuity, it might be accomplished by imposing the duty of receiving and disbursing funds upon State and county officers elected for other purposes, and occupied with other engagements. This, as a mere system of disbursement, would be defective and inefficient. Under the present system, each officer is not only required to pay out the funds coming into his hands, but to hold his subordinate responsible for the proper application of it on his part. Thus the Comptroller’s office is so complete a check upon this department, that an error of a

single cent can be instantly detected. The State Superintendent not only sees the money due each county into the hands of its Superintendent, but holds that officer accountable by requiring vouchers to be exhibited for the whole amount thus received. In like manner the trustees are held to a strict accountability by the superintendents ; so that a misapplication of the public funds, or even the slightest error, on the part of any officer, is speedily discovered and corrected."

Mr. DuVal, in his annual report for 1858, thus speaks of the office of county superintendent :

"Certainly, the experience of one who, if not the originator of the system in Alabama, was for four years its most efficient support, and who preceded me in this office, is entitled to great consideration. To his ability and zeal some of its best results are attributable ; with sleepless vigilance and solicitude he watched the progress of this educational movement, and directed it by the light of a long experience as a practical teacher, and the highest conceptions of the magnitude of his duty. During his term of service the system was thoroughly tried without a county superintendent ; it was chiefly, if not solely, at his instance this office was engrafted upon it. Comparing the two modes of conducting it, at a time when, as he was about resigning his position, he could be suspected of entertaining no other motive but an earnest desire for its success, he uttered his deliberate opinion that "it could not have survived until the present time (1858) under the administration provided for it by the law of 1854." His position had enabled him to survey the whole question, and is surely of more value than the crude opinions of those who have only taken a partial and *County* view of a *State* system, when such opinions are not always the result of practical experience or careful thought. His conclusions are fortified by those of the superintendents of nearly every State whose reports are exchanged with this office.

"Extracts, at great length, might be made from them,

showing the greater efficiency of educational systems in which a similar office existed, would they not extend unreasonably this report.

“In Maine, New Hampshire, Vermont, New York, Pennsylvania and California each county has a superintendent. In Indiana circuit superintendents have been recommended; in Wisconsin the State Superintendent earnestly urges the creation of such an office. The advantages derived from it are so briefly and concisely set forth in the reports of the Superintendent of Public Instruction in Pennsylvania, for 1856-7, that it is not inappropriate to insert them here:

“1. Organized, well attended and efficient Institutes and Associations by teachers for self-improvement.

“2. Largely increased interest by directors (trustees) in the duties of their office.

“3. Improvement in school houses and furniture.

“4. Great increase in uniformity of text-books, and improvement in classification.

“5. The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

“6. Increase in the salaries of teachers, and in their standing and influence as members of society.

“7. Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

“8. More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State, for the intellectual culture of their children.

“9. Numerous public examinations and exhibitions, at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.

“10. Strong emulation not only between neighboring schools and districts, but between neighboring counties and different and distant sections of the State.

“11. Marked improvement in the *methods* of teaching,

and more interest in the literature of the profession.

"12. A pervading consciousness of the necessity of more and better means for the education of teachers, as such, and a determination to secure them at the shortest possible period.

The Board of Education, at its recent session, decided to retain the County Superintendents and make them elective by the people. They improved upon the old system by providing that two Directors should co-operate with the County Superintendent, and that one of the Directors should represent the minority of voters. The three constitute a Board of Directors to manage the business of the county. The County Superintendent is the disbursing and executive officer. He may act alone if the Directors fail to act. It results from this wise law that if the Directors are careless of their duties the County Superintendent need not be trammeled. If the County Superintendent is careless of his duties the Directors can control him. The advantage of having the minority party of voters in each county represented on the Directory must be apparent to every reflecting mind.

The Directors are paid three dollars a day, but for not more than eight days of the year. It is respectfully suggested to the General Assembly that they and the Township Trustees, who receive no recompense, be relieved from military, jury and road duty. This relief, which the State could reasonably give, would, undoubtedly, secure the active services of competent men in every county and township.

Your Excellency will observe that the pay of County Superintendents for the year 1869 amounted to \$52,624. Under the newly organized system the pay of county officers cannot be more than—

For County Superintendents—

Five per cent. on \$600,000.....	\$30,000
Traveling and visiting.....	6,500
For 130 Directors, eight days, \$3 per day.....	3,120
	<hr/>
	\$39,620

This amount averages \$660 per annum to the county. In the larger counties it will be much more, and in the smaller counties so much less that the fear is a competent man will not forsake other business to attend to the duties of the office.

It has occurred to the Superintendent, as supervision of the counties is absolutely necessary, and as a sum of not less than \$36,000 is required to secure the services of proper officers, and as the whole time of an officer cannot be secured for so small an amount to each county, that it might be well, instead of County Superintendents, to have Circuit Superintendents, with jurisdiction over a judicial circuit, and with a salary of \$2,500 or \$3,000. Such a salary, and the election of the circuit officer being reposed in the Legislature, would secure the first talent of the State and the undivided attention of the Superintendent. Proposing a similar plan for Indiana in 1855, the State Superintendent of that State said:

“The experience of the past two years has developed no defect in our system more fully and clearly than the necessity of efficient supervision. The public interests demand that this department be so organized that every township shall be visited annually, more or less of the schools pass under the scrutiny of an officer superior to the Township Trustees, teachers’ institutes be annually held in every county in the State, and the school Trustees and friends of education in every township be stimulated and encouraged by the annual visits, lectures and counsels of men whose zeal, tact, talents and attainments would make them worthy coadjutors of the State Superintendent. Such an organization would impart life, energy and importance to this department of the public interests and secure results of the most cheering character.

“Let there be ten such subordinate Superintendents, each of them would have, on an average, a circuit embracing nine counties, containing about ninety-four townships. Let each be required to spend two days in every township

in the following manner: in the forenoon visit, in company with the Trustees, one school, in the afternoon another and in the evening, according to previous notice, address the young people of the township on self-improvement, or some kindred topic, point out the value of such training and suggest some of the means of obtaining it, call their attention to the township library, show its value and connection with self-culture, describe its treasures and show them how to make these stores of knowledge their own by a judicious course of reading; let the next forenoon be spent in visiting a third school, and the afternoon be employed in conferring with, counseling and encouraging the teachers of the township, actual, ex and prospective, who might choose to meet him. Such interviews would bring him into close contact with the instructors of the several townships of his circuit, enlist mutual sympathy and confidence, awaken esteem and give him an influence over them that might result in great good to the cause and to them individually. His two days' mission in each of his ninety-four townships might very appropriately close with an address to the citizens on some topic connected with their educational duties. Such lectures would tell effectively on school-houses, text-books, furniture, discipline, punctuality, moral and intellectual training, domestic habits and kindred topics. They would inspire fresh zeal in the friends of education, furnish them with new arguments, disarm opponents, impart boldness to the timid and convert foes of the cause into staunch and reliable friends.

“Having spent the legal time in township visitation, he would be prepared to gather around him a large number of the teachers of each county in a teachers' institute. Many teachers who might be materially improved by the exercises of such institutes could be induced to attend them from their acquaintance with and confidence in the Vice Superintendent who, under any other circumstances, could not be reached by this mode of culture. This programme of township visitation and teachers' institutes of a week's

duration in each county would close his annual circuit, requiring about forty weeks' labor. The institutes would more appropriately occur in the spring and autumn, five weeks in the former and four in the latter, introductory to the summer and winter schools.

"A man competent for such functions would take rank with, if not above, our Circuit Judges, both in attainment and emolument."

TOWNSHIP TRUSTEES.

The fault found with Township Trustees under the old system is thus expressed by Mr. DuVal :

"The absence of any directions as to the mode of apportioning the public funds belonging to a township has already been alluded to as a serious evil, and a remedy suggested. The power of the trustees in locating schools and determining the number which should be established, should be restrained, and an appeal given from their decision to the County Superintendent, whose position removes him from the influence of the local quarrels which distract a township. Some penalty should be imposed upon the trustees for failure to make their reports in the time and manner prescribed by the law ; not only do the *teachers* suffer by this neglect in any given year, but a failure to report for two consecutive years forfeits to the general fund the entire appropriation belonging to the township within that period."

The Board of Education at their late session obviated these difficulties, by placing the County Superintendent and Directors in immediate relation with the schools and teachers. The Board of Directors must see to it that the township funds are carefully guarded and appropriately applied. They may remove Trustees and appoint others. If the Trustees fail to act the County Superintendent is authorized to act in their stead. This power virtually devolves upon the County Superintendent the duty of seeing

in person that no more teachers are employed in a township than the fund will justify, that they forward their reports, and that they are paid properly and promptly.

The teachers must no longer look to the Trustees for payment, but to the County Superintendent. In order to secure prompt payment to the teachers, the present State Superintendent has decided, in apportioning the school fund, to deduct the amount which will be required to pay the County Superintendent and Directors, and then apportion the remainder among the townships. At the beginning of the first quarter the County Superintendent can draw the first quarter's fund, but will not be allowed to draw his salary or the pay of the Directors until he reports the vouchers covering that fund. The law allows him five per cent. upon the amount of disbursements, and one hundred dollars for traveling expenses. But it can not be known what he has disbursed or how much traveling he has done until the vouchers and reports are returned to this office. As the reception of salaries will depend on the correctness and expedition of the reports and vouchers for the quarter, it is hoped that we may have more promptness hereafter in the payment of teachers and in the forwarding of reports.

By relieving the Trustees from military, jury and road duty, it is believed that the County Superintendents can secure the co-operation of active and intelligent men in each township.

In 1869, the pay of Trustees amounted to \$22,549 92. For 1870 the expenses of Trustees can not at present be definitely ascertained, but will swell up to a great amount. Hereafter the Trustees will receive no pay.

The power given to the Board of Directors "to supervise the general interests of the free schools of the county," meets another difficulty which has destroyed the efficiency of our public schools during the past two years, the establishment by the Trustees of *too many schools*. Gen. PERRY alludes to this difficulty as follows :

"There are few townships whose density of population or peculiarities of surface require more than three or four public schools, yet five or six are not unfrequently established. The public fund is thus frittered away upon a multitude of small schools, whose existence proves injurious, if in no other way, by dividing the strength of neighborhoods, and preventing the establishment of such as deserve to be sustained. The labor of four men is performed by six, and one of two things must follow; either the burdens of the people must be greatly increased, or the compensation of teachers reduced. The first is wrong, because unnecessary; the second, disastrous to the interests of the children, because it leads to the employment of *cheap* teachers, in other words, those who are totally unfit for the business. Should it be thought advisable to impose a check upon this tendency, perhaps the most effectual method will be to assign a limit,—varying according to the educational population of the townships—beyond which the Trustees shall not go in the establishment of schools, without the consent of the County Superintendent."

DISBURSEMENT OF THE SCHOOL FUND.

Under the old system, on the 1st of December of each year, the State Superintendent sent to the County Superintendents, statements of the fund due each county for the year just closed. The Tax Collector of each county was required to deposit by January 1st with the County Superintendent the amount thus declared by the State Superintendent to be due, or so much as he had collected by that time. The receipts taken for this amount, when approved by the Probate Judge, were received by the Comptroller in payment of so much taxes due the State by such tax collector. The advantage of that plan of disbursement is obvious. It keeps the money at home and prevents the necessity of delay and of express charges in forwarding it to the State Treasury and then returning it to the county.

Under the present system the school fund goes out from the State Treasury to the counties. This is inconvenient. The small salaries of County Superintendents will not justify their coming after the money. If they send powers of attorney to draw the money, there is risk of loss. It has been discovered that a large amount of the school fund due several counties last year was drawn from the Treasury upon powers of attorney and embezzled. Such provisions should be made by law as will henceforth place such a catastrophe beyond possibility.

It is respectfully suggested that we return immediately to the old plan. If the taxes of any county should not equal the amount apportioned to that county for the schools, it might be provided that the tax collector of an adjoining county shall meet the deficit. It was thought that the Board of Education had no power to impose duties upon tax collectors, and hence the perfecting of a plan for reaching the school fund conveniently must devolve on the General Assembly.

It is also respectfully suggested, that the poll tax of each county, or even each township, be applied to the schools of such township and county. This provision would doubtless enlarge that fund. Your Excellency will observe that the receipts from the poll tax for last year are about \$82,500. This amount was collected from less than 54,000 persons.

Would it not be well for the County Superintendent to be empowered to collect that tax, giving him five per cent on the amount collected, and providing that the tax be collected in November? One of the difficulties in the way of collecting the poll tax at present is, that large numbers of persons change their locality on the first of January, after the tax is assessed and before it can be collected.

INSTITUTIONS OF LEARNING.

There is no report in this department from the institute for the deaf and dumb, or from the medical college at Mo-

bile, both of which institutions properly fall under the supervision of the Board of Education. The Board have taken no action for the benefit of those institutions, and no steps to revive the Law School at Montgomery.

It comes within the province of the General Assembly alone, to put in operation the Congressional grant in aid of an Agricultural College.

THE UNIVERSITY OF ALABAMA.

For the past two years, this institution has been in a deplorable condition. The Superintendent has no report as to its operations for the past two years ; and can find no record in the department as to the money which has been paid out for it, or as to the result of its operations, except the following communication from Hon. Wm. R. Smith, the present President :

UNIVERSITY OF ALABAMA,
President's Office, Tuscaloosa, Jan. 25, 1871.

To the Hon. JOSEPH HODGSON,
*Superintendent of Public Instruction
of the State of Alabama :*

DEAR SIR : In reply to your letter of 10th inst., I submit the following brief statements relative to the present condition of the University. It is unnecessary to refer to the embarrassed condition of the institution when I took charge of it.

In July last, 1870, upon being advised of my election, as President, I entered upon the discharge of my duties. There were then four Professors, as follows :

J. DEF. RICHARDS, Prof. of Nat. Sciences and Astronomy.

N. R. CHAMBLESS, Prof. of Mathematics.

D. L. PECK, Prof. of Ancient Languages.

H. S. WHITFIELD, Prof. of English Literature.

On the 30th July, 1870, Prof. Chambliss resigned, and I transferred Prof. H. S. Whitfield to the chair of Mathematics, and took upon myself the discharge of the

duties of his chair. At this time, there are but three Professors, as above, omitting the name of N. R. Chambliss.

The annual expenses of the University, as matters now stand, may be estimated as follows :

The President's salary per annum	\$3,000 00
Each Professor \$2,500	7,500 00
The contingent expenses, so far as I am prepared to judge, may be set down at about \$1,200 per annum.....	1,200 00
There is a carpenter's shop attached to the University, and a carpenter kept in constant employment at \$50 per month	600 00
 Total.....	\$12,300 00

This employee has been engaged heretofore, as he is at present, in attending to the ordinary repairs of the buildings, and in making and repairing the tables, desks, &c., at the establishment.

THE BUILDINGS.

Besides the new building, recently completed, which is ample for the accommodation of 200 cadets, affording at the same time, commodious offices and recitation rooms, there are five (5) houses for Professors; the President's mansion, and the observatory. Some of these buildings, especially the old ones, are more or less dilapidated, and it will require considerable expenditure to make them comfortable. Outside of the college enclosures there are two other buildings, which afford a small income in the way of rents.

I do not know the exact number of the acres of land owned by the University at this locality, but I think not less than five hundred acres. Attached to each building are ample gardens; and there is abundant room here for agricultural experiments.

The University owns some valuable coal lands; and it may be proper to state, that one of these coal mines yields

an annual rental of 2,300 bushels of coal delivered. (Ample fuel for all present purposes.)

The catalogue of cadets now reaches the meagre number of twenty-one; and there is not much probability of an increase to any great extent, under present auspices.

The library consists of about 1,200 volumes. This is the remnant of the burnt library. The attention of the Regents should be directed, at an early day, to this subject.

I will, at the proper time, submit a more formal and elaborate report; and in the meantime will be pleased to furnish you any special information on any subject not here referred to, if you will direct my attention to it. I have not thought proper, in this communication, to offer any suggestions as to what ought to be done on the many vital questions involving the future prosperity of the University, but will probably avail myself of another opportunity to do so.

Very Respectfully,

Your obedient servant,

W. R. SMITH,

President U. A.

The Board of Regents will meet at Tuskaloosa in June, and take such action it is to be hoped as will give the University an efficient corps of Professors who may enlist the sympathies and co-operation of our people. Tuscaloosa will soon be of easy access. The health of the locality is excellent. The buildings are ample. The endowment of the University is munificent. There is no reason why the five hundred youth who leave the State annually to attend other colleges may not be induced to matriculate at our own University. All we need is a good, laborious faculty.

The principal of the University endowment is \$300,000. The annual interest is \$24,000. This sum should give the University a president with a salary of \$2,500, eight full professors at \$2,000 each, three adjunct professors at \$1,500, each and a contingent fund of \$1,000. If a univer-

sity cannot be built up with such an endowment to sustain it it will be because the Board of Education refuse to select as professors men who have the highest confidence and sympathy of the people.

It is respectfully suggested that in view of the untoward circumstances which have destroyed the usefulness of the University since the war, the collection of the debt due the State for money loaned for rebuilding be either remitted or postponed for several years. Equitably, the loss of the buildings by the torch of the United States troops should fall rather upon the State than upon the University. The State converted it into a military academy and ordered its cadets into the field.

If, however, the finances of the State do not admit of a complete remission of the debt, it is urged upon the General Assembly to postpone the payment of installments until 1874 to enable the University to rise from its ashes and overcome the obloquy under which it rests.

The University fund might be greatly increased by an act converting the ninety-nine years leases of University lands into fee simple at the option of the holders upon payment of principal and interest to date. Large quantities of valuable lands were leased rather than sold in order to enable poor men to become purchasers. These leases have been running thirty and forty years. In many cases the holders have died and their children ceased paying interest years ago. The law provides that upon failure to pay the interest the lands revert to the State. It is suggested that if the State were to hold out the offer the occupants of those lands would gladly convert their leases into fees simple. If it is objected that the lands are more valuable now than when they were leased, and that they should not be sold in 1870 for what they were leased for in 1825, it is answered that the principal upon which the lessees have been paying interest for forty years is, probably, a greater sum than that for which the lands could have been sold at the time of lease. If the lessees choose now to pay

the principal and interest in full to date they will occupy the same position with those who purchased fees simple at that date. They certainly should not occupy a worse position. The money for which the lands were sold was paid into bank and drew six per cent. interest. The principal of the money for which the lands were leased was, so to speak, vested in the poor settler, and drew eight per cent. interest. It is fair that the poor settler who wishes to leave his homestead to his children should be allowed to occupy as good a position as the purchaser who was able to buy a fee simple.

Your Excellency's attention is asked to the following communication from Colonel J. L. TAIT, who was employed, under direction of the Board of Education, to examine into the condition of the apparatus at the University:

MONTGOMERY, ALA., }
January 24th, 1871. }

Col. JOSEPH HODGSON,

President of the Board of Regents:

SIR: Having received your instructions under authority of the Board to inspect and report upon the character, value and state of preservation of the scientific and other instruments of the University, together with the cabinets of natural history, palæontology, lithology and mineralogy, belonging thereto, I proceeded at once to Tuskaloosa and placed myself in communication with the executive committee of the faculty who afforded me every facility for the purposes of my visit. The valuable property which forms the subject of my report was luckily contained in the observatory, and being a detached building at some distance from the University, escaped the destruction by fire with which the main building was ruthlessly destroyed, and by this most fortunate circumstance, at least forty thousand dollars worth of costly and rare instruments and cabinets that could not easily be replaced, and that evidently had

been the work of years to collect and arrange, has been saved for the future use and instruction of the students of the University.

The largest and most valuable instrument examined was an Astronomical Telescope, which is mounted in the observatory on a rotary table, and the dome revolves in correspondence therewith. The largest object glass has been removed, and as it could not be replaced for a less cost than probably two thousand dollars, it is to be hoped that it may be recovered. I was informed that probably Dr. Garland, a former president of the institution, might be able to give some information respecting it. In other respects this high class instrument appeared in good order and fair preservation. There are three other telescopes graduated in size, that appeared to have all their parts adjusted for immediate use, and will be found valuable for astronomical use in the future. These telescopes are all of the highest order, having been manufactured by a firm of the most eminent philosophical instrument-makers in London, and are constructed on modern scientific principles. There is a large spirit level adjusted to the largest Telescope for determining the position of its axis, and a couch, the position of which can be adjusted by the student at will when in use.

There are two astronomical clocks supplied by Dent, of London, contained in the building, that appeared to be complete in all their parts, and the well known character of that eminent maker, is a guarantee for their quality and value.

These six instruments could not have cost the State less than thirty thousand dollars, and should be carefully examined, adjusted, cleaned and covered up, as their preservation is a matter of much importance for the future of the institution in a scientific point of view. In addition to the above, I observed a variety of scientific and chemical instruments and apparatus of considerable value, many of the parts of which were detached and scattered about in

the cupboards and cases of the Observatory. A large air pump and receiver and blow-pipe apparatus, of a large size; also, a goniometer, a large microscope, with slides containing specimens of entomology, an instrument for determining specific gravity, and others for generating gasses, were among the number.

The greater number of these smaller apparatus were in a very unsatisfactory condition as to preservation, and will be a great loss to the University if not soon attended to. There was also a large assortment of chemical re-agents, as also German flasks, Wolfe's bottles, retorts, test tubes graduated glasses and acid bottles of various sizes for a chemical laboratory. The Cabinets contain Lithological and Palæontological specimens illustrative of various geological formations. A large assortment of fossils from the carboniferous formation of Alabama, most important as illustrative of the mineral geology of the State and various fossils illustrative of the Silurian Permian and Tertiary periods in Geological time were observed.

There was also a number of minerals and crystals that will be found valuable in the practical teaching of the science of mineralogy.

A number of specimens of Natural History were also scattered about and intermingled with fossil remains and specimens of conchology, many of which were rare and delicate, and the loss of which, I fear, would be irreparable.

It would take at least a month, and possibly two, to assort, arrange and label these specimens so as to render them useful for class purposes.

The great value of these articles, the difficulty of replacing them in a reasonable time, and the comparatively small expense of having them arranged and preserved before they become altogether useless, is too obvious to require any comment from me. When it is considered that the students of the near future are the men, who, it is to be hoped, will be by their knowledge of the natural sciences called upon to develop the great mineral resources of the

State, and that to do so practically, they must have specimens to familiarize them with their counterparts in nature, it will be at once seen that simple text books will not alone answer the purpose of practical knowledge. If we consider further, that cabinets of specimens are the careful collections of years, and that in most instances no money can purchase them, it is of the utmost importance that when once obtained, they should be preserved with care as precious heirlooms for succeeding generations.

The limited time at my disposal, precluded me from making anything more than a general inspection, and the large number and great value of the articles inspected, leads me to hope that authority will be given me to place them in a state of preservation for future usefulness.

I have the honor to be sir,
Your most obedient servant,

J. L. TAIT, F. G. S.

NORMAL SCHOOLS.

For two years past there have been a number of Normal schools in operation, but, as before stated, this department has no information as to the good they have done. At the last session of the Board, the old schools were abolished, and a bill was passed establishing thirteen normal schools, seven for the training of white teachers, and six for the training of colored teachers. This was three times as many as the State of New York possessed for twenty-five years, and more than twice as many as she possesses to-day. Your Excellency has seen proper to withhold your signature from that bill.

But, after a short while, we will be compelled to train teachers for our public schools, if we wish them well taught. The day for importing teachers should be past. If we have the wages to offer, it is true we can always secure teachers among our home people, but it must be remembered that one dollar will accomplish better education under a trained teacher than two dollars under an inef-

ficient one. It is economy to have good Normal schools. For the present and for some time to come, it appears to the Superintendent that one Normal school for white teachers in connection with the University, another for white teachers in connection with an Agricultural college to be located in the Tennessee Valley, another for colored teachers in connection with the Swayne Academy at Montgomery, and another in connection with some colored Academy at Mobile, would meet all the wants of this department.

As this question of Normal schools is of much interest, and as it is desirable that the people should be informed as to their benefits and become interested in their establishment, attention is respectfully asked to the following remarks of Gen. Perry in his report for 1857:

"It is growing quite common to hear unmeasured denunciations against the encouragement of teachers and text-books from certain localities. Our public journals often become eloquent on the theme, and grave deliberative assemblies make it the burden of many a "resolution." All this is natural enough, and if kept within reasonable limits, is not improper. But it ought to have occurred to those who are so zealous for home teachers and a home educational literature, that to secure them, we need *acts* much more than *resolves*; and that the only method which the laws of trade have ever discovered to prevent the importation of an indispensable article, is to create a *home supply*.

But to resume. There are, no one can tell how many, thousands of young men and women in our State, before whom stretches out the prospect of a life of unprofitable toil, if not of vicious indolence and crime, that would eagerly seize the opportunity to qualify themselves for an occupation so useful, so honorable, and, compared with what they can now hope to pursue, so profitable. It is a great mistake to suppose that other pursuits, by the higher rewards which they offer, have monopolized all the talents which the country affords. The expenses attending a

course of instruction in our higher seminaries of learning are so great, that most of those who can afford them are able to live without engaging in a vocation so laborious and responsible. The talents that might be thus engaged are, therefore, left to rust and decay, while the cultivated intellect either lapses into indolence, or seeks other fields of labor.

“Nor need the fear be entertained that the people would frown upon the movement which we have been considering. The singular unanimity with which they have declared in favor of our public educational system, the tenacity with which they clung to it in the days of its infantile weakness and inefficiency, and the *dignified retirement* with which, as a general thing, they have honored those aspirants for place who have taken a stand against it, constitute sufficient assurance that they will sustain every judicious effort to impart to that system the greatest possible capacity for good.”

STATEMENT OF NORMAL SCHOOLS TAUGHT IN 1870—THE AMOUNTS APPORTIONED AND THE AMOUNTS PAID OUT.

	Amount apportioned	Amount Paid.
Huntsville.....	\$4,500 00	3,813 60
Talladega.....	4,000 00	3,784 22
Mariou.....	3,500 00	486 36
Mobile.....	2,700 00	1,328 00
Athens.....	800 00	
Elyton.....	800 00	800 00
Eufaula.....	800 00	185 95
Evergreen and Sparta.....	1,500 00	1,500 00
Montgomery.....	800 00	800 00
Mountain Home.....	800 00	
Portersville.....	800 00	593 70
Prattville.....	800 00	751 95
Scottsboro.....	800 00	800 00
Selma.....	800 00	800 00
Tuscaloosa.....	800 00	400 00
Tuscumbia.....	800 00	533 32
Total.....	\$25,000.00	\$16,582 10

CONCLUSION.

The people of Alabama feel a deep anxiety in the success of public instruction. They have passed through those preliminary stages through which Prussia, Scotland, Virginia and New England passed—an opposition to being taxed to support a public school fund, and an opposition to public instruction, because it can offer but little more than the rudiments of information. They have lived to see the school house of the State diminish the number of paupers and felons. They have lived to see the possession of simply the alphabet a talisman in the hand of the humblest citizen for increasing the aggregate wealth of the State and intensifying patriotic devotion. They have lived to see public instruction survive its last enemy, and to behold its power illustrated in the recent fall of one mighty empire and the rise of another.

The remembrance of what public instruction accomplished in Alabama, under PERRY and DUVAL, in 1857, 1858, and 1859, has not been forgotten by the people. They remember that in those years, when the system had hardly been organized and before the war had stricken it down, more than half of the tuition of the children who attended school was paid by this department, and that the proportion of children to the whole tax-paying population, who attended school, was greater than that of twenty-five of the thirty-two States of the Union. They remember also, that in those years, the average number of months during which the schools were taught, was more than six. They remember that when only *one-twentieth* of the population attended school in France, *one-tenth* in England, and *one-sixth* in Prussia, the proportion in Alabama of scholars to the white population was 89,150 to about 450,000, or nearly *one-fifth*.

They believe that what was accomplished in those years may be accomplished again. Although the number of children to be provided for is twice as great as then, the school fund is also twice as great.

How the school fund is to be made most effective for the future, is a question which rests with the General Assembly and the Board of Education. It would not be becoming for the Superintendent, with an experience in this Department of only a few weeks, to suggest to your Excellency, or to recommend to the General Assembly, anything further than will occur to every intelligent mind from the facts stated in this report.

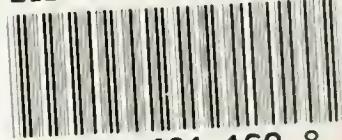
There is one thing, however, against which he would raise a word of warning—too much legislation for public schools. The bane of Alabama for some years has been too much government, and with two Legislatures over this department the fear is that the public school system may be legislated to death. Public education requires the operation of government only as a public trustee. It must be left in a great measure with the people themselves in their respective townships to carry into effect the general directions of government. After the State supplies the fund and provides the most efficient means for its prompt and just disbursement, the filling up of the details should be left to the people as much as possible. The more the management of details is taken from the people and brought nearer to the central power of government the less efficient will become a system of public instruction.

I am, very respectfully, &c.,

JOSEPH HODGSON.



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